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ABSTRACT

This report discusses the program and plans of the National Center for Education Statistics (NCES) for 1979-80. The publication provides an overview of the major program activities for fiscal year 1979 and plans for 1980. The center provides data to monitor trends in education and address key policy issues. These data are supplemented by special studies mandated by Congress or developed in response to a specific need. The NCES program is divided into two major activities. The education statistics program develops and maintains a core of education statistics on both institutions and individuals for monitoring trends in elementary secondary and postsecondary education and for providing information to address policy issues. The statistical services program develops and maintains a comprehensive program of services to maximize accessibility and usefulness of NCES education statistics. (Author/JM)

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The Condition of Education Part 2

1979 Edition

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NCES
Programs and Plans

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National Center for Education Statistics

"The purpose of the Center shall be to collect and disseminate statistics and other data related to education in the United States and in other nations. The Center shall . . . collect, collate, and from time to time, report full and complete statistics on the conditions of education in the United States; conduct and publish reports on specialized analyses of the meaning and significance of such statistics; . . . and review and report on education activities in foreign countries."—Section 406 (b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

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Foreword

I am pleased to make the fifth annual report on the program and plans of the National Center for Education Statistics. This report was prepared in response to Section 406 of Public Law 93–380, which established the Center as the focal point for the collection, analysis and dissemination of data on the condition of education, both nationally and abroad.

This publication provides an overview of the major program activities for fiscal year 1979 and plans for 1980. The Center provides data to monitor trends in education and address key policy issues. These data are supplemented by special studies which are mandated by Congress or developed in response to a specific need within the Department or the education community. For Congress, we are developing profiles showing the degree to which each State has equalized its resources for elementary-secondary education. This report will be made in the Fall of 1979. Data from a newly established national vocational education data system on enrollments and program completers will be reported to the Congress in 1980. NCES is also initiating the High School and Beyond study which will provide up-to-date information on access and participation in postsecondary education and the transition from education to work.

Increasingly, the Center's program not only reflects the need to provide data which addresses current policy issues but also highlights the meaning and significance of data. Reports in fiscal years 1979 and 1980 will analyze the condition of Hispanic education, the employment status of recent college graduates, trends in racial composition of higher education, and the revenues and expenditures of large city school districts compared to those of their own States.

We depend on voluntary cooperation from our respondents to report data to us. Hence, we engage in cooperative activities with States to define data needs, and we provide assistance to the States to develop comparable data bases. Federal-State planning is a significant element in our continuing efforts to reduce data burden.

Recognizing that providing facts and figures on American education is the Center's primary reason for being, we administer a comprehensive program to provide that information in a variety of ways to meet the needs of many users.

Part One of this report contains a statistical report on the condition of education in the United States.

We hope that this report will help the reader understand the program activities and services available from the National Center for Education Statistics.

Marie D. Eldridge
Administrator
National Center for Education Statistics

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I. Introduction

NCES Purpose

The National Center for Education Statistics (NCES) is the primary Federal agency responsible for collecting statistics which portray the condition of education in the United States and abroad, analyzing the meaning and significance of such statistics, and assisting State and local education agencies and institutions in devising and implementing standard statistical systems.

Advisory Council on Education Statistics

The statutory Advisory Council on Education Statistics, composed of public and Federal representatives, reviews the Center's policies and sets standards to ensure the high quality and nonpolitical nature of NCES products and services, and makes an annual report to Congress.

NCES Objectives

The NCES program is divided into two major activities: education statistics and statistical services. The objectives for these activities derive directly from the Center's legislative authority in section 406 of the General Education Provisions Act:

Education Statistics—To develop and maintain a core of education statistics on both institutions and individuals for monitoring trends in elementary, secondary, and postsecondary education and for providing information to address policy issues. Such issues include: problems of declining enrollment, school finance, need for education personnel in specialized areas, financial condition of education, employment status of recent college graduates, accessibility to postsecondary education for women and minorities, relationship of education and employment, impact of vocational education on career development, and need for bilingual education.

Statistical Services—To develop and maintain a comprehensive program of services that will maximize accessibility and usefulness of NCES education statistics. Services include assistance to States and institutions to develop comparable data at all levels of education; analysis to clarify the meaning and significance of statistics on the condition of education; and dissemination of timely, useful information to the public.

NCES Strategies

The NCES long-range strategy for achieving its objectives is (1) to structure an integrated, comprehensive, and flexible data base for delineating the essential features of the condition of American education as background for monitoring trends and determining policy; and (2) to provide a coordinated program of assistance, analysis and dissemination.

During fiscal years 1979 and 1980, NCES will focus on the following short-term objectives: produce trend and relevant policy data, increase data comparability, expand data interpretation, improve data quality, and disseminate timely information. NCES will accomplish this by:

- Initiating a national longitudinal study of 1980 high school sophomores and seniors to determine participants in major Federal programs, examine the phenomenon of dropping out of high school, and assess the relationship between the high school process and postsecondary attainment and career choice.

- Establishing a school district data base system that can be used to assess equalization of resources for elementary-secondary education.
- Collecting data on enrollments and program completions in vocational education to complement State demand data in particular occupations.
- Assisting States, school districts, and institutions to develop comparable statistical systems and report timely and accurate data.
- Preparing policy-related studies on access and participation, school finance, institutional characteristics, education and employment, bilingual education and teacher supply and demand.
- Undertaking methodological studies to improve the quality, timeliness and usefulness of data.
- Utilizing a special central staff to assure timely disposition of all data requests.

II. Education Statistics

The Education Statistics program provides information on elementary, secondary and postsecondary education; transition from school to work; and learning resources. Data are collected from education institutions and agencies on enrollments, staff, and finances; from students on participation in, and the impact of, education programs; and from libraries, museums and educational broadcasting stations on staffing, finances, and services.

The following section describes the Center's education statistics program for fiscal year 1979 and plans for 1980.

Elementary and Secondary Education

Elementary-secondary education has received considerable attention in recent years. Lack of student achievement, teenage unemployment, and teacher strikes have contributed to public disenchantment. Despite declining enrollments and school closings, costs continue to mount and court-ordered services continue to increase. Recent court rulings that school revenues shall not be wealth-discriminatory and passage of measures to limit taxes and spending in many communities emphasize the importance of reliable finance data. The NCES elementary-secondary statistics program provides decisionmakers at all levels with data to monitor the condition of education, address policy issues, and allocate funds to administer Federal programs.

Trends in Public Education

The Center's public elementary-secondary education data base is built upon a cooperative Federal-State program designed to provide basic information on enrollment, staff, and finance. These data, collected annually, provide information on enrollments by grade, staffing by assignment at the school district level as well as State-aggregated data on revenues and expenditures. Data are obtained from State education agency records, then edited and compiled for NCES. NCES reimburses the States for the incremental costs of tabulating and compiling the data into NCES formats.

The data are used to monitor such trends as enrollment growth or decline, changes in pupil-teacher ratios, fluctuations in staff assignments, proportion of women and men administrators, and changing school organization patterns. The financial data are the basis for making State allocations for Federally administered formula programs and for comparing instructional costs with other education expenditures.

Also included in the NCES data base are school district finance data collected for NCES by the Bureau of the Census; data on enrollment by race/ethnicity collected by the HEW Office for Civil Rights; and data on staff by race/ethnicity collected by the Equal Employment Opportunity Commission. Statistics from other Federal and State agencies, which collect information by school district, are being incorporated into the base to enhance and expand analytic capacity.

Fiscal year 1979 activities:

- Publish statistics on enrollment, staff and finance 1977–78.

Fiscal year 1980 plans:

- Publish statistics on enrollment and staff for 1978–79.

Private School Trends

Private schools enroll slightly over 10 percent of the elementary-secondary school population. Data on private school enrollments, staffing, and finances assist decision-makers in monitoring trends in population shifts between public and private schools, estimating the number of private schools participating in Federal programs, and making more accurate enrollment projections.

Until the 1976–77 school year, when NCES began to collect consistent and recurring data on private schools, there had been no Federal schedule of surveys in this important area of the elementary-secondary school system.

Fiscal year 1979 activities:

- Report data on the 1977–78 school year to supplement preliminary findings issued in January 1979.
- Complete the 1978–79 survey.
- Coordinate the sample designs of all NCES surveys going to private schools so that individual schools do not receive more than one survey form.

Fiscal year 1980 plans:

- Acquire the 1979–80 data.
- Report data on the 1978–79 school year.

School Finance

Equitable financing of elementary-secondary education is a major issue of both the States and the Federal government. Stimulated by recent judicial and legislative actions, many States are attempting to create systems of State financial aid that will alleviate the fiscal and educational disparities resulting from variations in local property wealth among school districts. A parallel issue involves ensuring adequate funding for children with special needs. The Federal Government evidenced concern by creating the 1970–72 Presidential Commission on School Finance, which laid the ground work for the 1974 Congressional mandate to encourage and support State study of inter-district disparities.

Although the finance problem has existed for many years, there has been a lack of comprehensive information and data needed to address the problem. To provide Congress with such information, the Education Amendments of 1978 call for a comprehensive study of school finance. Specifically, legislation mandates that NCES prepare State educational finance profiles. NCES is now preparing profiles of each State showing the extent of resource disparities in elementary-secondary education among the school districts within each State and among the States. This report will be made to the Congress biennially beginning September 30, 1979. In developing the profiles, NCES will consider expenditure disparities, wealth-based disparities, price differentials, and pupil-teacher ratios.

To aid in the preparation of the profiles, NCES conducted a 6-State pilot study to identify available data for use in preparing the 1979 and subsequent profile reports. Results of the study are being used to plan the development of the school district data base system. The 6-State pilot study also assesses the usefulness of existing Federal data bases and the difficulties of supplementing them with available State data, evaluates data comparability problems among States, and indicates how additional data can be used in subsequent profile reports. In 1980, NCES will conduct a 50-State survey to gather State categorical program and other data needed to prepare the 1981 equity profiles. This survey will supplement regularly scheduled surveys by NCES and the Bureau of the Census. As part of its program of school finance studies, NCES will merge finance data with other of its data on elementary-secondary school districts and examine the statistical qualities and usefulness of alternative equity measures.

Fiscal year 1979 activities:

- Complete a pilot study in 6 States to assist in the preparation of the profiles report.
- Complete the first equalization profile report for the Congress, including statistical profiles of all States.

Fiscal year 1980 plans:

- Administer through the Bureau of Census the 1978–79 survey of revenues and expenditures of all school districts.
- Conduct a 50-State survey to supplement the Census and NCES data in several areas, including State categorical programs.
- Merge basic finance data with other NCES data on elementary-secondary school districts.
- Examine statistical qualities and usefulness of alternative equity measures.

Teacher Supply and Demand

Although the teacher surplus continues, there is evidence that this condition may change by the early 1980's. The supply of newly qualified teachers has been decreasing since 1973, but it continues to exceed demand by about 80-90,000 teachers annually. Currently there is no instructional field with a large unmet demand. While opportunities have increased in some specialty areas such as special education, it appears that the demand is about equal to supply. Some shortages are still perceived to exist in the areas of bilingual education and the learning disabled.

Projections of increases in school enrollments for the 1980's suggest a period of increasing teacher demand for the future. If the supply continues to decrease in response to current market conditions, some shortages could emerge by the mid-1980's. However, if the supply should increase in response to projected increases in demand, then a teacher surplus will continue.

To monitor these conditions and enable the Center to report annually to Congress on supply and demand, NCES initiated a regularly scheduled program in fiscal year 1976. Information is obtained through the survey of recent college graduates on the number of graduates added to the teacher supply. These data are collected from a representative sample of recent college graduates who received a bachelor's or master's degree the preceding year. Data are also collected on their employment prospects, particularly of those qualified to teach. The 1980 survey of 1978–79 graduates will be the third survey, enabling planners and policymakers to monitor trends in teacher supply.

The recent college graduates survey also addresses the demand for teachers by providing data on the number of newly qualified teachers who were hired to teach by teaching field. In addition to this study, the Center is undertaking a national survey of local education agencies to obtain supplementary demand information. Specifically, data will be collected on the number of employed teachers by teaching field, number of districts with teacher position openings, number of position openings for which a qualified teacher could not be located (shortages), and fields in which demand is likely to increase/decrease within the next five years.

Fiscal year 1979 activities:

- Complete the reports on the 1978 survey of 1976–77 college graduates newly qualified to teach.
- Prepare the 1980 survey of 1978–79 college graduates.
- Prepare the fall 1979 survey of teacher demand and shortages.

Fiscal year 1980 plans:

- Administer the fall 1979 survey of teacher demand and shortages.
- Administer the survey of 1978–79 college graduates and estimate teacher shortages and demand.

Special studies

Student Participation in Federal Programs:

A number of school districts have encountered problems arising from the eligibility of individual students for more than one Federally funded education program. Federal programs are distinct, each aimed at meeting the needs of a specific target group rather than the multiple needs of children. As a result, conflicts may arise at the local school system level as they attempt to meet dual goals—compliance with the laws and regulations for specific programs and provision of optimum education services to the child. The addition of separate State-funded categorical programs may confound the problem. Under such circumstances, appropriate services may not be provided for some children. Also, the record-keeping required may be unduly burdensome.

In fiscal year 1979, NCES collected and will report data through the fast response survey system to describe and analyze school district concerns stemming from multiple eligibility for Federal programs. The survey is designed to obtain an understanding of the nature and extent of problems related to multiple eligibility and participation in three Federal programs: Elementary-Secondary Education Act (ESEA) Title I, education of the disadvantaged; ESEA, Title VII, bilingual education; and Public Law 94–142, education of the handicapped. The data will help Federal policymakers to determine what efforts, if any, are needed to improve the coordination of these programs.

School Distict Needs (Title I Evaluations):

Through State education agencies and regional technical assistance centers, the Federal government provides assistance to school districts in conducting Elementary/Secondary Education Act (ESEA) Title I evaluations. To assess school district needs for technical assistance, NCES will conduct a fast response survey for the office of the Assistant Secretary for Planning and Evaluation in 1979. Information will be collected from school districts about their current and anticipated needs for assistance for specific Title I evaluation activities. The findings will contribute to the development of an improved technical assistance program for Title I evaluations.

Administrator Training Needs:

The accelerated rate of change in society and in the schools has increased and extended the responsibilities of administrators into areas not covered by traditional training programs. To ascertain the current training needs of school administrators, NCES conducted a fast response survey for the Assistant Secretary for Education (ASE).

NCES obtained information from school districts on the extent and nature of training needs. The results indicating widespread need for training in community relations, energy management and school finance, are being used by ASE for program planning and by institutions of higher education and State and local education agencies to improve training programs.

Arts Education:

Recent years have seen the growth of a strong advocacy for arts education in the elementary-secondary schools. At the request of the U.S. Office of Education's Arts in Education Program, NCES conducted a fast response survey to obtain information on the status of arts education in State departments of education. In 1979, State education agencies were surveyed to identify existing arts education programs and determine program needs at the elementary-secondary level. More specifically, data was obtained on the extent of State commitment to arts education as reflected by the adoption of official policy statements and resolutions; and on the utilization of Federal program resources for State arts projects. The findings will be used to help formulate program plans and policies for the Arts in Education Program and to assist arts educators and organizations in their efforts to expand arts education.

Postsecondary Education

Major social and economic problems challenge postsecondary education: equal opportunity to pursue postsecondary education, financial health of institutions, declining enrollments, limited job opportunities for graduates, and public demand for accountability. Concern for equity pervades all decisions relating to access and participation in education programs, provision of student services, including financial aid, and institutional employment practices. Financial problems are aggravated by the taxpayers' revolt which may force public institutions to reduce services. Endowment and investment income of private institutions is failing to keep pace with spiraling costs, causing institutions to look for other sources of income to avoid using capital funds. Institutions which rely heavily on tuition income are confronted with finding enough students to remain open. The economy is also affecting graduates who are having difficulty in finding jobs in their fields.

NCES assists planners and policymakers at all levels of government by providing reliable information to make decisions about higher, vocational, and noncollegiate postsecondary education.

Higher Education

Access to higher education, institutional financial health, and increasing salaries and tuition costs are major issues in higher education. NCES administers the annual higher education general information survey (HEGIS) to collect and disseminate data on the numbers and characteristics of students and staff, and on the financial status and operations of all the Nation's public and private colleges, universities, community and other 2-year colleges. The data are used by planners, analysts, researchers, and managers in Federal and State agencies, higher education associations, policy and research agencies, and institutions of higher education to monitor trends and to address policy issues.

In response to the data needs of the Office for Civil Rights, racial/ethnic characteristics are collected in the fall enrollment and earned degree surveys in alternate years. Since these data are collected one year for enrollment and the next for degrees, reporting burdens are minimized without decreasing the depth and utility of the HEGIS data base.

Recurrent data are also collected on student residence and out-of-State migration, adult/continuing education, libraries, and physical facilities. A comprehensive study of higher education facilities, emphasizing accessibility for the handicapped, will be conducted in fiscal year 1980.

A major planning activity for the future of HEGIS is the completion of a proposed 5-year minimum data collection plan for postsecondary education, currently being reviewed by the education community, including representatives of Federal agencies. The plan is designed to meet priority user needs and to reduce respondent burden.

Fiscal year 1979 activities:

- Administer annual surveys on institutional characteristics, enrollment, degrees conferred, faculty salaries, and revenues/expenditures.
- Administer biennial surveys on: student residence and out-of-State student migration, academic libraries, and earned degrees by race and ethnic origins.
- Prepare reports for surveys administered in fiscal year 1978.

Fiscal year 1980 plans:

- Readminister annual surveys.
- Administer a comprehensive survey of college and university facilities, emphasizing accessibility for students with physical, visual, and hearing impairments.
- Administer biennial surveys on adult/continuing education programs and opening fall enrollment by race and ethnic origins of college and university enrollees.
- Prepare reports for surveys administered in fiscal year 1979.

Vocational Education

Since the passage of the Smith-Hughes Act in 1917, the U.S. Congress has been substantively involved in vocational education. In the 1975 legislative reauthorization hearings, it was apparent that national data on vocational education were inadequate. The House Report on these hearings posed the following questions: "Who is being served in vocational educational programs? What are they being served? What is being accomplished? And what is the cost?" To obtain answers to these questions, the Congress authorized NCES, in the Education Amendments of 1976, to establish a Federal-State vocational education data system (VEDS).

Noncollegiate Postsecondary Education

NCES collects data on public and private noncollegiate postsecondary schools, programs and students. In 1978, almost three-quarters of the 1,760,000 students were enrolled in private schools indicating the importance of the private noncollegiate postsecondary sector. Early in the 1970's, NCES began a series of surveys to learn more about noncollegiate postsecondary schools, their occupational programs, and their students. Approximately 9,000 public and private schools with occupational programs are surveyed every other year. "Sample" schools receive a longer form requesting more detail on programs, enrollments, completions, and staff for the preceding 12 months. National estimates are developed from these data which help to provide information on personnel supply to meet national needs and to determine eligibility for Federal and other programs.

The universe survey of 9,000 schools and HEGIS data on 2-year institutions supply the information for the *Directory of Postsecondary Schools With Occupational Programs*. The sample survey furnishes the data for a descriptive report on the characteristics of noncollegiate postsecondary schools.

In 1977, NCES conducted a study of students enrolled in noncollegiate postsecondary schools to determine their perceptions of the training experiences. The second survey is being conducted in 1979. As in the first survey, schools will be sampled to provide representation by type of school and program offered. From this sample a nationally representative sample of students will be drawn. Student profiles are derived from data on student and parental educational background, sex/racial/ethnic group, military status, work experience and plans, past and current occupational training experiences, reasons for selecting the program and school, and career plans.

Fiscal year 1979 activities:

- Administer the biennial survey of characteristics of students in noncollegiate schools.
- Publish descriptive report of characteristics and programs of noncollegiate postsecondary schools based on data collected in fiscal year 1978.
- Publish *Directory of Postsecondary Schools With Occupational Programs, 1978*, which includes both noncollegiate schools and 2-year colleges with occupational programs.

Fiscal year 1980 plans:

- Readminister the biennial survey of noncollegiate postsecondary schools.
- Prepare the report on students enrolled in noncollegiate postsecondary schools in 1978–79.

VEDS was developed as a reporting and accounting system to include information on students by race, ethnic origin and sex; programs; program completers and leavers; staff; facilities; and expenditures for all public secondary and postsecondary schools that administer vocational education. The main features include using uniform definitions in all States, obtaining unduplicated student counts through a student-based record system, and reporting financial expenditure data by type of program. Unique to VEDS will be an assessment of the extent to which program completers and leavers find employment in occupations related to their training and an evaluation by the employer of former students' technical knowledge, work attitudes, and work quality.

Standard definitions and the identity of data elements that would provide the legislatively required information were specified by the U.S. Office of Education and NCES. A field test of the preliminary design was conducted in 1978. This field test, conducted in nine States, provided information on the capacity of the States to obtain and provide reliable, accurate data from local education agencies and postsecondary institutions. The field test results were used to determine the data elements to be included in the survey. The first data are being collected in 1979 for the school year 1978–79.

VEDS is designed to assure that only salient State level data are to be transmitted to the Federal government. It will contain two major functional elements: a reporting system sending data aggregated at the State level to the Federal level; and an accounting system, designed to set record-keeping standards at the local or State level for program audit planning and evaluation purposes. The system will be compatible with State occupational systems which produce data on employment demand. Used together, the two systems will be capable of providing a continuous assessment of occupational supply and demand.

Fiscal year 1979 activities:

- Collect data on enrollment, completers/leavers, staff, and expenditures.

Fiscal year 1980 plans:

- Readminister surveys on enrollment, completers/leavers, staff, and expenditures.
- Assess extent to which students find employment and survey employers on their evaluation of the former students' technical knowledge, work attitudes, and work quality.
- Complete report on the *Condition of Vocational Education*.

Transition from School to Work

In order to assess the benefits of education, it is important to discover how students make the transition from school to work. Unless educational and work opportunities are available, young people will not be able to realize their aspirations and become productive citizens. NCES administers a comprehensive program of statistics on the education and work experiences of young people through two programs: the national longitudinal studies of the high school classes of 1972, 1980, and 1982, and biennial surveys of recent college graduates.

National Longitudinal Studies

Accurate data on the consequences of educational choice and performance are needed for better understanding of the forces at work within the secondary and postsecondary education systems. One of the major means for obtaining these data are longitudinal studies that examine the results of education for different kinds of students. NCES conducts major national studies that measure critical relationships involved in the changes in the education and career patterns of young adults as they occur over time. The studies provide a unique data base for evaluating factors that influence admission to and completion of postsecondary education; the relationship of education to career choice and employment; and student participation in Federal student financial aid programs.

Present studies include: NLS 72 and NLS 80—High School and Beyond.

NLS 72: A nationally representative sample of public and private high school seniors in the class of 1972 were first surveyed in the spring of that year. Followup surveys were made in the fall 1973, fall 1974 and fall 1976 to obtain information on their post-high school education and work experiences. A fourth followup will be made in the fall of 1979 to gather information about this group of young adults, including data about students who graduated from college and entered graduate school, the labor force, or both. The fourth followup will provide data to compare college graduates with college dropouts, to assess the relationship of education to employment opportunities for women and minorities, and to examine the impact of postsecondary education on students after they leave school. Data on the class of 1972 have generated 250 research studies over the past 8 years.

NLS 80—High School and Beyond: In 1980, NCES will add two new groups to the national longitudinal study program: high school sophomores and high school seniors. The data base will be very useful in assessing the impact of major Federal programs on blacks, Hispanics, and other groups; examining the phenomenon of dropping out of high school; and determining how parents plan to finance the postsecondary education of their children. The study has been designed to allow individual States to increase the size of the sample and add a supplementary questionnaire or test which will enable State and local personnel to evaluate the impact of programs and services on the performance, future education, and careers of their own students.

Fiscal year 1979 activities:

- Administer the field tests for the fourth followup survey of the high school class of 1972 and for the 1980 base year survey of high school sophmores and seniors.

Fiscal year 1980 plans:

- Administer the fourth followup survey of NLS 72 and the full-scale survey NLS 80—High School and Beyond.

Recent College Graduates Study

The large investment that parents, students and educators make in a college education raises a key question: how valuable is that education in terms of securing a well-paying job? The question concerns not only the immediate economic return for the years spent learning, but also—and perhaps more importantly—job opportunities, the supply of professional personnel, and the amount of money government should supply for all levels of post-high school study.

To address the many facets of this question, NCES administers a biennial survey of recent college graduates. The survey provides information on employment prospects for college graduates by examining fields of study as they relate to employment and earnings. The study also provides background data for planners and decisionmakers on a variety of issues. These include the economic returns of a college education; supply and demand of professional personnel; underemployment of college graduates; access to professional opportunities for women and minorities; and the relationship of Federal assistance to employment and post-baccalaureate education.

The third survey will be administered in 1980 to a representative national sample of graduates who received a bachelor's or master's degree in 1978–79. Data will include field of study; financial assistance; employment status; job characteristics and earnings; and sex, race and ethnic origins of graduates. With the 1980 survey, biennial data beginning with 1974–75 graduates will be available on the employment outlook for college graduates. This study also provides basic data for the assessment of teacher supply and demand described earlier.

Fiscal year 1979 activities:

- Complete the reports on the 1978 survey of 1976–77 college graduates.
- Prepare the 1980 survey of 1978–79 college graduates.

Fiscal year 1980 plans:

- Administer the 1980 survey of 1978–79 college graduates.

Learning Resources

Libraries, museums, and educational television are major resources designed to facilitate learning and acquisition of knowledge. NCES works with the Office of Libraries and Learning Resources, the Institute for Museum Services, and the Corporation for Public Broadcasting to provide data to assist in program planning and management. In the next two years NCES will conduct a new survey of services and programs offered by museums, and gather data to update information on library personnel, school library media centers, and academic libraries. In addition, NCES will extend the current study on the use of television and other technologies in elementary-secondary education to provide information for assessing the impact of educational technologies on the teaching-learning process in higher education.

Museums

NCES will study museum services in fiscal year 1980 to provide data for the newly established Institute of Museum Services. The Center will survey a nationally representative sample of museums and related institutions to collect data on their educational and program services in conjunction with elementary, secondary, and postsecondary institutions. In addition, the survey will cover the extent and nature of educational programs and services offered for adult age groups. Data will also be provided on the role of museums in conserving, preserving and exhibiting works of art, historic objects, and scientific collections. In preparing for the survey, NCES in FY 1979 established the universe of museums and collected basic data on the numbers and types of museums, staff, expenditures, and attendance.

Libraries

During the past decade, cooperative Federal-State-local library networks have been increasing. This survey will provide information on organizational structure, staffing, resources, services, expenditures, and use of automation in networks of all sizes. These data will increase our knowledge of the impact of technology on libraries and information centers and the results of Federal legislation in this area. NCES will also publish a directory of library networks and cooperative organizations.

In 1979, NCES will assess the present supply and demand in order to prepare projections and trends using the Bureau of Labor Statistics current economic model for 1990. Data will be collected on pertinent economic factors and current employment figures, library science enrollment, and events occurring between 1972 and 1979. The Center will project the trends of future supply and demand to the 1990's.

School libraries have evolved from places providing book-related services to centers for complete learning. In 1978, NCES surveyed public elementary school library media centers to examine their resources and some of their activities. A parallel survey is being administered to private elementary-secondary schools for the first time in 1979. The two surveys will include data on staff assignment and qualifications, services, print and non-print holdings, facilities, and expenditures.

To assist in the administration of Federal programs, NCES collects data biennially for use in appraising the adequacies, deficiencies, and effectiveness of library and information resources and services in colleges and universities. These data, to be reported in 1980, provide information relevant to establishing standards for facilities and services and for determining allocations of resources.

Educational Broadcasting/Technology

NCES and the Corporation for Public Broadcasting (CPB) co-sponsor a data collection and analysis program covering public television, radio, and other communications technologies. In 1977, NCES and CPB conducted a study on the availability and attitudes towards and use of television and other technologies in elementary-secondary schools. Since publication of the results, which indicated widespread use and enthusiasm for instructional television (ITV), NCES and CPB have been analyzing the data to determine the factors that influence teachers' attitudes towards and use of ITV. To monitor trends of ITV use in elementary-secondary schools, work is underway to examine the feasibility of converting the study to a recurrent survey.

Paralleling the elementary-secondary school study, NCES and CPB are designing a national study to provide data on the availability and utilization of ITV and other communications technologies (e.g., computer-assisted instruction, video-tape recorders, radio, etc.) in colleges and universities. CPS and the Office of Education will use the results of both studies to assist in planning, implementing, and administering educational broadcasting/technology programs.

Fiscal year 1979 activities:

- Administer the following surveys: museums, private school library-media centers, and supply-demand for library personnel.
- Prepare reports on public school library-media centers, factors affecting teacher attitudes towards the use of television in teaching, and feasibility of converting the 1977 school TV utilization study into a recurrent survey.

Fiscal year 1980 plans:

- Administer the following surveys: museum programs and services, academic libraries, and attitudes towards and use of instructional television and technologies in colleges and universities.
- Publish the reports on public libraries, special libraries in State governments, and library networks.

III. Statistical Services

The Center's statistical services provide accurate and timely data in forms appropriate to users' needs. These services include assistance to States to develop comparable statistical systems, analysis to transform data into information for policy use, and dissemination to make timely information available to many groups of users.

Assistance

The NCES assistance program is designed to develop comparable statistical systems which meet the needs for education planning and management at Federal, State, and local levels.

The Center works cooperatively with States and institutions to improve comparability of data, increase timeliness and quality, and encourage exchange of technical tools and expertise among data providers and users. The assistance program is organized into activities designed to implement Federal-State-local data systems and into activities designed to improve and automate State data systems. In addition, NCES reimburses the States for the incremental costs of providing elementary-secondary data in NCES formats.

Federal-State-Local Data Systems

NCES engages in cooperative activities with States to define information needs, develop data standards, and achieve greater consistency in those data requirements where there are overlapping Federal-State interests. Important planning objectives are to reduce paperwork, redundancy, and excessively detailed reporting at the State, local, and institutional levels in providing data to meet Federal requirements.

At the elementary-secondary level, Federal data collection plans are reviewed and short- and long-range priorities for State assistance activities are identified cooperatively by NCES and the Council of Chief State School Officers' Committee on Evaluation and Information Services (CEIS). CEIS not only reviews all survey instruments before these instruments are used in the field, but also informs States of the Education Division's data requirements for administering federally legislated programs.

NCES works with the postsecondary education community through the State Higher Education Executive Officers Organization (SHEEO), which provides a single mechanism for communication, coordination, and cooperative planning between NCES and the States. In addition, to increase responsiveness to postsecondary institutions needs, NCES has established a forum with a panel of representatives from institutions and associations, chaired by the American Council on Education, to evaluate and comment on: (1) preliminary plans and data needs of the post-secondary community; and (2) the utility of data on hand.

Another component of cooperative Federal-State-local planning is the State Level Information Base (SLIB) project. The purpose of this project is to coordinate State and Federal data systems by developing a Federal postsecondary data core. The final report will identify data gaps, establish priorities for Federal postsecondary data collection activities, and recommend methods for disseminating education data collected by Federal agencies. NCES plans to conduct a series of regional conferences with the postsecondary community to discuss the report's recommendations and to review changes in NCES survey instruments proposed for 1981.

In addition to cooperative planning, the development of Federal-State-local data systems requires the use of standard definitions and terminology, as well as specific activities which will ensure that data systems are implemented as designed. The NCES handbooks and manuals of standard definitions and terminology have long provided a means to achieve comparable data among State and local education agencies and institutions. Developed in cooperation with educational organizations and agencies, the handbooks and manuals contribute both to the improvement of State, local and institutional data systems and to the uniformity of statistical reporting.

The elementary-secondary finance manual, which provides classification and procedures essential to recording and reporting financial data, is being expanded and revised. At the same time, NCES has let small contracts to the States enabling their agencies to teach standard recordkeeping to local education personnel.

NCES is also developing a manual of terminology for instructional programs at all levels of education, including secondary, higher, vocational, and adult-continuing education. The manual will classify and define terms and present the relationships between subject matter and instructional programs. Completion of this activity will provide a major element in the basic structure needed for a common core of data spanning vocational, postsecondary and adult education. Additional activities being completed in 1979 include the terminology manual for adult learning activities and the handbook of postsecondary student terminology.

State Data Systems

NCES fosters the development of State data systems through sharing technical expertise among States through a personnel exchange and funding a program of grants to support State capacity building. NCES also provides assistance to States to improve reporting in the area of vocational education data.

The State capacity building program was inaugurated in fiscal year 1978. Initially, the program included only elementary-secondary education, but the Education Amendments of 1978 extended the assistance effort to post-secondary education. The program enables States to compete for funds essential for improving their data collection and reporting activities. Projects currently funded include design and implementation of accounting systems in finance, staff, and curriculum; development of school district profiles for planning purposes; development of an integrated data base; and the upgrading of data processing software and equipment.

During fiscal year 1979, major steps are being taken to launch the national vocational education data system, steps which will continue through the next fiscal year. NCES initiated recordkeeping in fiscal year 1979 and held workshops to train State personnel in supplying required data. Approximately two-thirds of the States will receive funds to improve State capabilities to collect, process and report vocational education data in fiscal years 1979 and 1980. Data collection in FY 1979 will form the basis of a report to the Congress in fiscal year 1980.

The national longitudinal study of 1980 high school sophomores and seniors has been designed to permit individual States to increase the sample size and add a supplementary questionnaire to the base year survey in their own States. By tying into the base-year survey, participating States and school districts will be able to evaluate the impact of their own education programs.

Analysis

The Center conducts analytic studies for two purposes. One is to clarify the meaning and significance of education statistics for planning and policymaking. The other is to improve the quality of data by identifying errors, inconsistencies and data gaps. During fiscal years 1979 and 1980, NCES will prepare a series of policy-related studies and methodological studies. In addition, the Center supports a limited program of international studies to examine European experience and provide background to illuminate U.S. policy concerns.

Policy-Related Studies

Studies planned for fiscal years 1979 and 1980 address: access and participation, school finance, institutional characteristics, education and employment, bilingual education, and teacher supply and demand.

Access and Participation:

- Access and attainment in postsecondary education.
- Reasons why highly able students did not go to college.
- Postsecondary education persistence and completion; associated causes and outcomes.
- Participation of women in high school and college math courses.
- Factors influencing participation of target groups in postsecondary education.
- Minorities and women in higher education.
- Women in vocational education.
- Student participation in Federal education programs.
- Educational/occupational status of young adults four and one-half years after high school.
- Nontraditional attendance patterns in postsecondary education.
- Participation in adult education.

School Finance:

- Degree to which financial equalization has been accomplished within and among States.
- Revenues and expenditures of large city school systems compared to those of their own States.
- Levels of large city revenues and expenditures by selected demographic characteristics.
- Comparative analysis of revenues and expenditures of large city, suburban and nonmetropolitan school systems.

Institutional Characteristics:

- Characteristics of traditionally black colleges and universities.
- Black enrollment in higher education.
- Financial characteristics of colleges and universities as related to percentage of blacks in the student body.
- Private school characteristics.
- Trends in racial composition of higher education enrollments.

Education and Employment:

- Labor market benefits of postsecondary education.
- Relationship of vocational education to career outcomes.
- Employment status of recent college graduates.
- Analysis of job search behavior of non-college-bound youth.
- Processes of educational and status attainments in distinctive subgroups.
- Effects of postsecondary education and career choices on the development of self concept.
- Enrollment/dropout status and labor force participation of high school students.

Bilingual Education:

- Condition of Hispanic education.
- Status of language minorities with respect to educational attainment and English proficiency.
- Supply and availability of teachers qualified to teach in bilingual education programs.

Teacher Supply and Demand:

- Supply and demand of persons newly qualified to teach.
- Employment status of college graduates newly qualified to teach.

Methodological Studies

To continue improving the quality, timeliness and usefulness of its data, NCES will undertake a series of methodological studies in FY 1979 and 1980. These studies will ultimately improve statistical techniques, validate survey data, enhance data utility and expedite analyses. Among the major activities, the Center will

Improve Statistical Techniques:

- Develop new techniques for making estimates on partial data
- Expand forecasting capabilities to improve accuracy and consistency of projections
- Develop techniques to incorporate demographic, social, and economic data into the elementary-secondary school district data base.

Validate Survey Data:

- Develop a handbook of specific procedures for maximizing and estimating validity and reliability of survey procedures.
- Undertake validity studies of vocational and higher education data.

Enhance Data Utility:

- Construct cost of education indices to increase the usefulness of the Center's school finance data sets and related outputs, such as equity profiles.
- Develop indicators for assessing the enrollment outlook for colleges and universities.
- Develop education indicators on participation of such subgroups as women and minorities in education, professional education (law, medicine, dentistry, engineering, etc.), and the Federal role in education.
- Develop indicators of school district need by studying the total economic picture of school systems and the costs of educational services for poor and underachieving students.

Expedite Analyses:

- Implement a computerized system to provide special analyses and quick retrieval of information in elementary-secondary education.
- Develop procedures for linking demographic, social and economic data with the elementary school district data base.

Other Studies—International

NCES is mandated to review and report on educational activities in foreign countries. Two studies on foreign educational activities, both of which are policy-related and methodological, are being conducted. In FY 1979, NCES will complete the first of these studies, investigating youth unemployment in seven industrialized nations and examining relevance for U.S. policy formulation. Specifically, the study includes: indicators of the size and nature of the youth unemployment problem; school-to-work transition programs and experiences; criteria for assessing school/work transition; measures for evaluation of present policies; agendas for data collection in support of policy analysis; and guides to new policy formulation.

A second study will be completed in FY 1980. This study examines the policies, programs, and problems of nonformal education for adults in eight industrial countries to provide information for U.S. policy formulation. Among the topics included are: types of nonformal programs for women, parents, workers and older adults; characteristics of sponsoring organizations; number of graduates and dropouts; and criteria for measuring program effectiveness.

Dissemination

The NCES dissemination program is based upon the premise that public service—providing facts and figures on American education that the public wants and needs—is the Center's primary reason for being. Hence, the Center administers a comprehensive and unified program for disseminating the statistical information available in its own data base and those of related agencies and organizations.

One of the major dissemination activities of the Center is concentrated in the Statistical Information Office, which is staffed by experienced personnel with broad knowledge of education statistics. This staff provides definitive and prompt responses to approximately 15,000 requests for statistical information each year. The requests come from Members of Congress and congressional committees, government agencies, educational institutions and organizations, the communications media, business firms, and private citizens.

Elemental to the Center's dissemination activities is its expanding computer services program. The program provides timely information through computer tapes, special tabulations, microfiche, and on-line computer capacity. Computer tapes of major surveys and studies are available with standard documentation to facilitate use by the general public. Users may also request special tabulations that integrate data from several surveys. The on-line access system is available through a subscription service which provides data through terminals located throughout the United States. Approximately 60 data sets from NCES, the Office for Civil Rights, U.S. Office of Education, and the Bureau of Census are incorporated into this system.

NCES regularly publishes three basic reference documents. *The Digest of Education Statistics* is an abstract of statistical information covering American education from preprimary through graduate school. It summarizes data collected by NCES and other agencies. *The Projections of Education Statistics* presents trends and projections for 10 years on enrollments, instructional staff, graduates, and expenditures in elementary, secondary, and postsecondary education. *The Condition of Education* offers statistics on American education within a social indicators framework using tables and graphs supported by interpretive text.

In addition, the Center prepares a wide range of current statistical and analytic reports on elementary, secondary and postsecondary trends and issues. Emphasis in fiscal years 1979 and 1980 will be analyses of access and participation in postsecondary education, education and employment, school finance, bilingual education, and teacher supply and demand.

IV. Appendix

NCES Activities:
Estimated Costs for Fiscal Years 1978 and 1979

Budget line items	1979 Appropriation	1980 Estimate
Education Statistics	$ 5,390,000	$ 4,854,000
Statistical Services	5,171,000	6,039,000
Assistance	2,987,000	3,280,000
Analysis	1,669,000	2,119,000
Dissemination	515,000	640,000
Total	**$10,561,000** [1]	**$10,893,000**

[1] Excludes $4,259,000 for the National Assessment of Educational Progress project, which was transferred to the National Institute of Education pursuant to the Education Amendments of 1978.

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